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BOOK REVIEWS.

The Professional Training of Secondary Teachers in the United States. By G. W. A. LUCKEY, Professor of Education in the University of Nebraska. ("Columbia University Contributions to Philosophy, Psychology, and Education," Vol. XII.) Pp. 391. \$2.

PROFESSOR LUCKEY'S bulky monograph endeavors "to bring together material showing the growth and present condition of the professional training of secondary teachers in the United States." Everyone who reads the 262 pages of text and the 128 pages of appendix will agree that a deal of material has been brought together, and that it represents not a little dusty labor. The first three chapters, covering 102 pages, are preliminary studies. Chap. 1 deals with the training of elementary and secondary teachers in Germany from the Middle Ages to the present time; chap. 2 calls "attention to a few important points in the historical development of normal schools in the United States;" chap. 3 discusses "the history of separate normal departments in colleges and universities." It brings to light more clearly than heretofore the fact that, beginning about 1850, a surprising number of these institutions established normal departments which maintained for years a losing competition with normal schools; their courses were at best of normal-school grade, and often inferior. Ultimately most of those mentioned by the author were abolished or transformed into chairs of "pedagogy."

Chaps. 2 and 3 are interesting in themselves; but they yield little on the distinctive training of secondary teachers beyond evidence that the author has explored an obscure field and found it barren. Chap. 1 (fifty pages) has little excuse for existence in this book. It was written "to throw additional light on the subject;" one therefore expects the author to trace some relation between the training of secondary teachers in Germany and in the United States. Unhappily he does not touch this relevant and important topic; indeed, he mentions the chapter only twice in the rest of the work, and then indirectly, on unimportant matters. It is therefore an independent and—for the subject in hand—irrelevant piece of work; it could be removed without the change of a line in the remaining chapters, and without effect upon their clearness.

The last three chapters contain the most important results of Professor Luckey's investigation. Chap. 4 presents the history of the special movement for the professional training of secondary teachers through the establishment in colleges and universities of departments of education, co-ordinate with other departments, with courses counting regularly toward one or more of the college degrees. Chaps. 5 and 6 deal with "pedagogical instruction—what, when, how," and a comparison of the training of elementary and secondary teachers. The long appendix (pp. 263-391) is an outline of the history of education as offered in the University of Nebraska in 1901.

Omitting chap. 1, the sources for the historical part of the monograph are mainly the catalogues and presidents' or regents' reports of fifteen or twenty selected colleges and universities, documents issued by the United States Bureau of Education, and Barnard's *American Journal of Education*—that unfailing quarry for all workers on

our educational history. Information concerning the present condition of affairs is derived from current university documents, magazine articles, and questionnaires sent out to professors of education, principals of normal schools, and school superintendents all over the country. These and other sources are apparently accepted in all cases without scrutiny; there is no discussion of their value in the preface or elsewhere. The methods of the investigation, moreover, receive no preliminary consideration; they appear only incidentally and obscurely from chapter to chapter. Historians will therefore agree with the author that "this study is, at most, scarcely more than a beginning."

The results of the study, it must be confessed, seem at first somewhat vague and disappointing. The monograph contains results, positive and negative, of great interest, representing long, patient labor; but the author does them and himself great injustice, and he puzzles the reader, by grievous sins of exposition. The blackest of these sins, only, can be mentioned: first, failure to clear the ground by the preliminary discussions indicated in the preceding paragraph; second, the inclusion of irrelevant material (chap. 1) under the promise that it is to give "additional light"—a promise, as aforesaid, not fulfilled; third, failure to forewarn the reader that the phrase "professional training of secondary teachers in the United States"—*i. e.*, a training notably different from that of elementary teachers—has never had more than a small nucleus of definite meaning, and that the monograph therefore deals much in nebulosities. One is puzzled by the author's vague use of the term in the early chapters; but the full extent of its vagueness does not appear until the middle of the last chapter but one. A hint in the preface would prevent much muddlement of mind. A fourth sin is the writer's failure to make clear that he is really dealing with several questions: (1) the history and present condition of *institutions* for the training of secondary teachers; (2) the history and present condition of the *professional studies* of these teachers; (3) the present consensus of *authoritative opinion* on the nature of these studies; (4) past and present opinion and practice relating to the *academic training* of secondary teachers. The facts are intermingled in such confusion through the several chapters that it is almost impossible to gain coherence of ideas along any one of these lines. The confusion of "academic" and "professional" training is especially noticeable. Finally—to anatomize the *corpus delicti* no further—the reader is forced by the lamentably bad exposition to bring the results together for himself. It is indeed unfortunate that Professor Luckey could not have kept the material by him a little longer for rearrangement and compression. It would bear a good deal of both.

The conclusions, when one gets them, are pretty well worth while: Before 1879 the professional training of secondary teachers was practically *nil*. Until 1890 it was confined to less than a dozen colleges and universities, and in several of these its substance was decidedly tenuous. (The reader will bear in mind that we speak always of a training markedly different from that of elementary teachers.) Its growth into form and solidity, so far as it has any, and its spread among educational institutions, are therefore mainly developments of the last fifteen years. Many secondary teachers have of course received professional training in normal schools and the normal departments of colleges, but this training has differed in no way from that of elementary teachers. Professional training *distinctively* for secondary teachers is still very much in the making. So far as it exists at all, it is found almost wholly in colleges and universities. These points, one must repeat, are by no means clearly made in the monograph; one is forced to extricate them from the general confusion.

We next find (chap. 5) a partial answer to the puzzling question: What is this professional training which the author has mentioned so frequently? In discussing this matter Professor Luckey has done a valuable piece of work. He has brought together for the first time the opinions of authorities all over the country, and the facts concerning actual courses offered in twenty leading universities during the decade 1891-1900. From tabulated results it appears that opinion and practice point to the following subjects as constituting this training: "History of education (with a probable course in educational systems, foreign and domestic); educational psychology, including child-study; theory of education, including the science and philosophy of education; methodology, including both general and special methods; school administration, including organization, supervision, and arrangement; and observation of actual school work and practice-teaching" (p. 179). To these Professor Luckey wisely adds a seminary course; and less wisely, one on "current educational literature."

The author has rendered students of the subject a great service in bringing matters to this degree of definiteness, and also in pointing out the wide variations in both opinion and practice. The only further research in this direction that one can suggest is the collection of syllabi on each of these studies, by way of tracing the variations and uniformities into each subject. This is of course a large—perhaps impossible—task.

In this chapter Professor Luckey faces the disquieting fact that the subjects above named also constitute, in one aspect or another, the professional training of elementary teachers. It is evident, therefore, that the distinction in the training of the two classes of teachers must lie in a different treatment of the same general subjects. This matter is treated in the final chapter. The difference is (1) academic, (2) professional, and (3) "a difference due to the inherent nature of children of different ages." Taking these up in order, we find that (1) secondary teachers will be trained especially in colleges and universities; hence their professional studies will be carried on by university methods, as opposed to the more elementary methods of normal schools, which train elementary teachers. (2) Secondary teachers will pay "more attention to theory and the general principles of education, and less to practice, empiric methods, and devices;" they will lay "more stress upon the historical and the philosophical treatment of the subject;" upon "special method as against general method; with probably less attention given to details, and the simplification of processes." (3) Secondary teachers will study especially the physiology and psychology of adolescence; elementary teachers, the physiology and psychology of childhood.

With the first of these distinctions university teachers—but not all normal-school principals—will heartily agree. At present it is the most clearly marked, and the most important of the three. The greater intellectual maturity of university students, their greater independence of thought, their emancipation from the necessary dogmatisms of the normal schools, their broader general education, all combine to make possible a notable difference, not only in the method, but also in the quality, of their professional training. The second distinction contains some obscurities. "More attention to general principles" seems hardly compatible with "less attention to general method;" while only detailed exposition can give much meaning to the other differences. Professor Luckey makes a brave attempt to elucidate the distinction between children and adolescents, but after two pages he gives it up: "We are still too ignorant of the true psychology of childhood and of youth to answer this question finally or even definitely." With this opinion the reviewer is in cordial agreement, as well as with the view that university students, at least, should be exempted from the remarkable "child study" which still rages in some quarters.

If these results seem a bit misty, all in all, one must remember that this is a pioneer attempt. No one believes more thoroughly than the reviewer that a distinctive training for secondary teachers is in the process of formation, and that in due time it will round into a form and substance which will command the attention of all such teachers just as the present training available commands the attention of a goodly and growing number. Professor Luckey has done a real service in pointing out the present vaguenesses of distinction. This is a first step toward clearness.

A word must be said about the outline of the history of education in the appendix. No "professional" educational subject has had a more striking development in the last fifteen years than the history of education. General works, monographs, collections of sources, and bibliographies have come from the press in such abundance that even the specialist finds difficulty in keeping up with the literature. We are rapidly coming to an adequate idea of the meaning and limits of the subject and the university methods of dealing with it. So rapid has been this growth that Professor Luckey's syllabus, printed only three years ago, is now in need of radical revision. The bibliographies should be worked over to weed out antiquated books and to insert new ones; and the whole series of topics should be rearranged. Surely a general course in the history of education has topics more important than education in China, India, Persia, and Egypt twenty-five hundred years, and more, ago; and surely we are now in a position to discard, for university purposes, the compilations of Seeley, Painter, and Compayré.

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Elementary English Grammar. By GUSTAVUS HOLZER, Professor at the Heidelberg Oberrealschule. Heidelberg: Carl Winter, 1904.

FOR German schoolboys who are trying to make the acquaintance of the English tongue Professor Holzer has written a convenient and useful little manual. In its somewhat less than two hundred pages may be found all of the important facts of English grammar concisely stated and accompanied by hosts of illustrative sentences. That the work has been done with that conscientious, not to say painful, scholarship characteristic of books made in Germany, is increasingly obvious as one turns the pages. There is, to be sure, little in it that is original, and the most original parts are not the parts best adapted to the author's purpose; but originality in a work of this character is perhaps not to be expected.

If any fault is to be found with the general plan of the work, it is that it includes parts and aspects of grammar that might well have been omitted. Since the author has in view German schoolboys who are already familiar with the principles of grammar in general and of German grammar in particular—to say nothing of French, an acquaintance with which is assumed—there would appear to be no great advantage in dwelling upon grammatical notions common to most European languages. Yet this is what Professor Holzer has in several instances done. A good example may be found in his classification of nouns. Common nouns, we are told, may be divided into (1) class words (*man, dog*), (2) material nouns (*tin, gold*), (3) collective nouns, (4) abstract nouns, and (5) concrete nouns. Again, in the treatment of adverbial adjuncts there is a classification of causes as follows: (1) the efficient or preceding cause, (2) the final cause, (3) the supposed cause, (4) the contradictory cause, and